

# 15. The Effect of Professional Education and Training for Teachers (PLPG) in Improving Pedagogic Competence and Teacher Performance

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## The Effect of Professional Education and Training for Teachers (PLPG) in Improving Pedagogic Competence and Teacher Performance

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**Abstract:** This study is aimed at analyzing the effect of Professional Education and Training for Teachers (PLPG) in improving pedagogic competence and teacher performance. The research used quantitative method through survey approach. The data was taken from 35 respondents using the training exam module and teacher performance instruments. All data were analyzed using software SPSS for Windows release 22.0 through both descriptive and correlation analysis. The result of descriptive analysis of teachers pedagogic competence after taking training test is good (83,74%). Furthermore, Pearson Product Moment Correlation analysis shows that there is a significant negative correlation between these activities and teachers performance obtained ( $r_{count} = -0.590$  at 0.000 significance level). The results of the analysis show that teachers need to follow the training to improve their pedagogic competence as well as their performance in teaching and assessing. Since the teachers' knowledge increases, it will definitely have an impact on their performance at school.

## INTRODUCTION

<sup>13</sup> Teachers as professionals have the primary duty to educate, teach, guide, direct, train, assess, and evaluate learners in early childhood education, formal education, primary education, and secondary education (Azhary, Handoyo, & Khafid, 2018). In carrying out their duties, teachers apply skills that fulfill quality standards or certain norms obtained through professional education (Vulliamy & Webb, 2018).

If we carefully considered about the task and the responsibility of teachers that stated in the law, then it can be said that the task and the responsibility of teachers are not that easy. Therefore, it is a

necessity for all teachers always to improve themselves and their competence, especially the competencies associated with teaching itself.

In general, competence can be defined as a set of knowledge, skills, attitudes, and values as a performance that affects the roles, actions, achievements and work of a person (Frank et al., 2010; Wentzel, 2004). While Kusnandar and Ag<sup>15</sup> states teacher competence is defined as a set of intelligent actions and full of responsibilities owned by someone as a condition to be considered capable by the community in doing tasks in accordance with certain work (Agus, Taha, Said, & Saleh, 2016; Kusnandar, 2007). As

Jennings & Greenberg argues pedagogic competence is the mastery of teachers on how to teach effectively and manage the learning process (Jennings & Greenberg, 2009).

About teacher profession competency that has already explained in the previous paragraph, Indonesian education system has been described in Article 8 of the article 28 of PP RI. 19/2005, the article explains that a teacher besides having academic qualification requirements, a teacher must also have good competences. Those competencies include pedagogic, personality, professional, and social competence. However, the authors only focus on talking about one of the four competencies that are pedagogic. Due to in the context of learning in the classroom, pedagogic competence of a teacher will greatly determine the learning outcomes (Irwantoro & Suryana, 2016). According to Busse, Aboneh & Tefera, pedagogic competence can be defined as the competence of teachers toward learners, design, and implementation of learning, evaluation of learning outcomes, and development of learners to actualize their potentials (Busse, Aboneh, & Tefera, 2014).

Talking about teacher profession in Indonesia today, there are two issues that used to be discussed. It related to teacher education qualification and low pedagogic competence. According to Sani & Jurkiewicz study of 3.9 million teachers in Indonesia today, there are still 25% of teachers who have not accomplished academic qualification requirements, and 52% of teachers have not had professional certificates yet (Jurkiewicz, 2014; Sani, 2013). This is supported by empirical facts that indicate the teachers in Indonesia still do not have good quality based on the national education standardization, from statistic data Human Development Index (HDI) there are 60% of elementary school teachers, 40% junior high school, 43% senior high school, 34%

vocational school have not yet eligible to teach in their levels, even 17.2% of teachers or equivalent to 69,477 teachers are not teaching in the field of their study (Murwati, 2013; Sobandi, 2010).

In fact, according to Supriyono, the results of the Teachers Competency Test (UKG) in 2015 nationally obtained an average value of 53.02 under the target of Minimum Competency Standards (SKM) 55 (Supriyono, 2018). This indicates the low quality of teacher competence, especially in pedagogic competence. Mulyasa argues about several indicators that lead to low competence and poor performance of teachers: lack of ability in managing the class, learning strategies, implementing and utilizing classroom action research, lack of achievement motivation, discipline, and professional commitment (Mulyasa, 2008).

Meanwhile, according to Umar the low pedagogical competence of teachers can also be seen from the low use of ICT in learning (Umar, 2013). The indications are that there are teachers who have low ability to operate learning tools such as laptops, computers and in focus. When the teacher's operational ability to the learning tool is low, then it is impossible for teachers to integrate ICT into learning. Consequently, less attractive learning atmosphere even could make learners quickly bored while learning.

Based on the data above, there are still many teachers in Indonesia that have no qualifications as a teacher, and even we often found some teachers do not teach the subject related to their field. So, no wonder if the achievement of education in Indonesia does not show great progress from year to year.

To improve education outcomes related to the objectives and targets that have already set, the Ministry of Education made a number of efforts, one of these efforts is to organize a teacher training and education program for teachers in Indonesia. Basically, the program purposed for improving teachers'

competence and teachers professionals to be passed and get a certificate of teacher, in other words, teacher who follows this program will be declared pass the program when he has reached the minimum score of written and performance test. This program is expected to produce professional and competent teachers in their field.

Research results from Yusrizal, Soewarno, & Fitri, shows that professional training has a great influence on teacher performance. Furthermore, the same thing is supported by the research results of Nasutiyon, and Gufran, Mukhadis<sup>4</sup> & Putro said that the program brings a significant influence on the performance of economic teachers (Gufran, Mukhadis, & Putro, 2012; Nasutiyon, 2010; Yusrizal, Soewarno, & Fitri, 2011).

Based on the research results, the writer concludes that the training program which is followed by teachers can affect their performance in school. So, that is a must for teachers to follow the program since it will influence their performance later. Based on the various problems that have been stated above, it is necessary to conduct scientific studies whether Professional Education and Training for Teachers that has been followed by the teachers will have a positive impact on the improvement of the competence and performance of a teacher, so the writer

considers this issue to be proven scientifically through research.

## METHOD

This research uses quantitative research design. According to Sugiyono and Neuman, quantitative methods used when a researcher wants to analyze more than two variables (Neuman, 2013; Sugiyono, 2012). While Creswell reveals that quantitative methods aim to know clearly, summarizing the conditions and situations toward various variables that want to be investigated (Creswell, 2002). The research data was taken from 35 teachers of History of Senior High School in Pekanbaru, Riau Province. All respondents are teachers who have completed PLPG in 2017. Data collection use questionnaires taken from the module of the training program and teacher performance instruments. All data were analyzed using software SPSS for Windows release 22.0 through descriptive analysis and correlation.

## RESULT AND DISCUSSION

In order to be more interesting, the writer will show all the result of research based on the purpose of this research that is analyzing PLPG to increase pedagogic competence and teacher performance. Furthermore, the authors report all data analysis of research results as follows.

**Table 1.** Description Scores on Teacher Pedagogic Competency After the Training Program

No	Indicator Scores Tested	Ideal Score	Teacher Average Score	Percentage (%)	Interpretation
1	Development of teachers professionalism	16	13,90	86,87	Good
2	Improvement of relevant knowledge	20	16,30	81,50	Good
3	Improvement of teaching skill	32	25,71	80,34	Good
4	Development of professional attitude	24	20,70	86,25	Good
<b>Total Score</b>		<b>92</b>	<b>76,61</b>	<b>83,74</b>	<b>Good</b>

As shown in Table 1 can be explained that result of the analysis shows the total score on teacher professional

development indicators is (86.87%). The interpretation of the total score is **good**. Furthermore, the total score on the



relevant knowledge improvement indicator is (81.5%) the interpretation of the score is **good**. Then the total score on the indicators of improvement of teaching skills is (80.34%). The interpretation of the total score is **good**. While the total score on the indicator of professional attitude development is (86.25%). The interpretation of the total score is also good. It means that the training program can improve the competence of teachers especially on the pedagogic competence aspects, the more often teachers follow

the training program, the more knowledge of pedagogic competence they will get.

Furthermore, to see the relation between research result of the training program and teacher performance, the writer uses correlation product moment correlation analysis. The result of the analysis shows that there is a negative significant correlation between PLPG and the teacher's performance with the correlation coefficient of -0.588 at the level of significance 0.000. As shown in Table 2.

**Table 2.** Correlation Analysis between Relationship and Teacher Performance

Variables	Analysis	PLPG	Teacher Performance
Professional Education and Training for Teachers (PLPG)	Pearson Correlation	1	-.588 **
	Sig. (2-tailed)		.000
	Sum of Squares and Crossproducts	-63854,597	333543,074
	Covariance	1450.187	-277 629
	N	35	35
Teacher Performance	Pearson Correlation	-.588**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Crossproducts	35308,026	-63854,597
	Covariance	-277 629	153 513
	N	35	35

8  
\*\*, Correlation is significant at the 0:01 level (2-tailed).

Based on the results of the analysis as shown in Table 2, it can be pointed out that there is a significant negative relationship between the training program and teacher performance. In other words, teacher training and education have a significant effect on teacher performance at school. It means that the hypothesis about correlation between this program and teacher performance can be accepted.

In principle, provided by the government is to improve teacher competence. In general, the purpose of the program is to improve the professional skills of teachers such as the ability to plan, implement and evaluate learning in a sustainable manner. Meanwhile, the benefits of the program are protecting the teachers' profession from incompetent practices, protecting the community from unqualified practices and improving teachers' welfare. Therefore, the material

obtained in the implementation of the training program includes material on pedagogical skills, professional abilities, personality skills, and social skills.

Teachers are a key element in the education system, especially in schools. All other components, such as the curriculum, facilities, costs, and so forth will not mean much if the essence of learning like the interaction between teachers and learners is bad. All other components, especially the curriculum will be "alive" if it is implemented by the teacher. The teacher's role in transforming educational inputs is really important. In fact, many experts claim that there will be no change or improvement in quality without the changes and improvements in teacher quality (Diana, 2017; Hiebert, Morris, & Glass, 2003; Subroto, 2013).

In the context of classroom learning a teacher must have good pedagogic

competence, pedagogic competence is the ability that the teacher must have related to the characteristics of learners such as moral, emotional, and intellectual (Damri, Engkizar, & Anwar, 2017; Murniyetti & Anwar, 2016; Zairah et al., 2018). In other words, a teacher must be able to master learning theories and its principles because learners have different characters, attitudes, and interests (Anwar, 2017). Teachers should be able to optimize the potential of learners to actualize their ability in the classroom and should be able to assess learning activities that have been done (Sundayana, 2015). Also, a professional teacher should also be able to gain interest and self-efficacy of learners to learn diligently, hard and not easily give up caused by obstacles in learning (Asari, Fauziyah, & Uchtiawati, 2018).

In the background section of this paper, the writer has already explained that the Ministry of Education has determined that teachers must follow for creating qualified and professional teachers. Not only to increase teacher competence, but this program also being the benchmark for a teacher to get a certification certificate. This means that after attending the training program, teachers will follow the series of tests that have been provided. When they pass the test successfully, then a teacher can get a certification certificate.

The results of this study clearly show that that has been implemented to 35 Senior High School teachers in Pekanbaru can increase the pedagogic competence of teachers on teacher professionalism development indicators (86.87%), improvement of relevant knowledge (81.5%), improvement of teaching skill (80.34%) and professional attitude development (86.25%). The results of this study are supported by Yusrizal, Soewarno, & Fitri, Nasutiyon and Gufran, Mukhadis, & Putro which generally find that the program that has been followed by teachers have a

significant effect on the improvement pedagogic competence and teacher performance (Gufran et al., 2012; Nasutiyon, 2010; Yusrizal et al., 2011). So, teachers should follow the training for it will affect the improvement of the competence and performance of teachers in school later.

Based on the results of this study the writer clarify that the training program followed by teachers is good to improve the competence and performance of teachers in schools. Furthermore, related to the pedagogic competence of teacher Syah teacher competence is the ability of a teacher in carrying out his obligations in a responsible (Syah, 2010). In other words, the teacher is the combination of personal, scientific, technological, social, and spiritual competencies that completely form the competence of teacher professional standard, which includes material mastery, understanding on learners, educated learning, personal development and professionalism. So, teachers have to improve themselves to be great and become a model for their learners.

In general, performance can be defined as the work achieved by an individual or group of people within an organization based on the responsibility given. In simply, performance is the result or success rate of a person during a certain period as a whole over a certain period such as standards of work, here the targets or the criteria have been determined first and have been mutually agreed. Surely, in this research context, that is the performance outcome of a teacher in school after joining PLPG. The results of this research have succeeded to reveal that teacher training and education program done by 35 Senior High School History teachers in Pekanbaru has an impact on teacher performance outcomes in working. As a matter of fact, the result of analysis showing a significant relationship between teacher training and

teacher performance by obtaining the correlation coefficient of -0.588 at a significance level of 0.000. Thus, the training program that was followed by the teacher has a positive impact or significantly affects the performance of teachers in schools.

## CONCLUSION

This research has succeeded in knowing the effect of the improvement of pedagogic competence and teacher performance at school. Based on the result analysis, it indicates that there is an improvement of teacher competence at good category after following the program. In other words, the program followed by teachers has an impact toward the improvement of teacher competence, especially on the aspect of pedagogic competence. Moreover, correlation analysis results show the influence of teacher performance significantly after they follow the program. In conclusion, both of two result analysis shows that teachers need to follow to improve pedagogic competence. Surely, when the knowledge of the teacher increases it will affect their performance at school.

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